

Resource Teacher: Learning & Behaviour Service

December 2016

From the Editors



The RTLB service has had another busy year. Highlights of term 4 included the RTLB lead school forum hosted at the Holiday Inn Auckland Airport for two days, Ministry cluster visits to the Wellington region, North Shore Auckland for their cluster Show Case day, Pukekohe and Tauranga; the Progress and Achievement workshop at Mātauranga House, Wellington.

We would like to take this opportunity to welcome:

- *Acting lead school principal for cluster 1 Taipa Area School, David Lowe.*
- *New cluster manager for cluster 37 Oceanview Heights School, Clare Carnegie.*
- *New cluster manager for cluster 4 Campbells Bay School, Robin Bonnar.*
- *Acting cluster managers for cluster 13 Pukekohe Intermediate, Clare Williams and Phillipa Woofindin*

We would like to thank you and your teams for your dedication and hard work again this year. We are all striving to provide support to students, teachers and schools in a time of significant change and opportunity. Next year we look forward to the ERO review of clusters which will confirm the positive gains in management and practice that have occurred since the transformation in 2012.

We look forward to working with you all again next year. Have a wonderful Christmas and New Year holiday break.



The RTLB Team, Special Education Strategy

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Ministry Bulletin

Ministry Bulletin for School Leaders | He Pitopito Kōrero

The Bulletin is the Ministry's central fortnightly communication channel to schools. Term 4 includes:

- [Issue 59](#);
- [Issue 60](#);
- [Issue 61](#);
- [Issue 62](#);
- [Issue 63](#) including a message from Iona Holsted, new Secretary of Education.

RTLB case and project data collections

The data collection for term 4, 2016 will take place on **Term 1, Friday 10 February 2017**.

Pre and post outcomes data should be present for all those cases that closed in term 4, 2016.

General information



RTL B Enquiries mailbox

- for questions regarding the RTL B service please email RTL B.Enquiries@education.govt.nz

In-Class Support mailbox

- for queries regarding In-Class Support, please email In-Class.Support@education.govt.nz

Communities of Learning | Kāhui Ako

- for information about the Communities of Learning | Kāhui Ako, visit <http://www.education.govt.nz/ministry-of-education/col/>

Special education and district office contacts

- for contact details and information about the regional and district managers in your area, visit <http://www.education.govt.nz/ministry-of-education/regional-ministry-contacts/district-office-contacts/>

RTL B online toolkit

- The Professional Practice online toolkit <http://rtlb.tki.org.nz/>.

2016 RTL B case data

The Ministry's last data collection took place on Friday 14 October. Clusters reported on:

- 15,042 individual student cases
- 1,176 group cases
- 1,782 school cases.

Cluster managers and practice leaders closely monitor the caseloads of RTL B. Caseload numbers of individual RTL B are determined by the amount of time required to adequately respond to particular requests for support. For this reason, it is misleading to provide clusters with data on average case load numbers.

Secondment

Michael Harrison, lead school principal of cluster 30 Nelson, and Paul Mitchell, manager of cluster 16 Hamilton, will take up the Ministry's secondment opportunities in terms 1 and 2, 2017 to support clusters continuous improvement.

Michael and Paul will also be part of the External Reference Group for the ERO review of RTL B clusters in terms 2 and 3, 2017.

Learning Support Update progress

The Minister of Education Hon Hekia Parata announced the public release of the Learning Support Update – Next Steps Cabinet paper at the Special Education Principals' Association New Zealand (SEPA NZ) conference.

As part of the Learning Support Update, the Ministry plans to implement a new service model that will include:

- A single point of access for parents, whānau, schools and local communities
- Local learning support teams
- A lead practitioner
- The collection of individual student data related to learning support and achievement.

At the same time, the Ministry of Education, in consultation with the Ministries of Health and Social Development, will review the Ongoing Resource Scheme (ORS), Communications Services and Behavioural Services to improve their flexibility and efficiency.

Minister Parata's media release can be found here <https://www.beehive.govt.nz/release/single-point-access-learning-support>.

The Learning Support Update cabinet paper and related documents can be found here <http://www.education.govt.nz/ministry-of-education/information-releases/learning-support-previously-special-education-update-information-release/>.

RTL B Lead School Forum October



The RTL B lead school forum took place on 20 and 21 October at the Holiday Inn Auckland Airport. We would like to thank the lead school principals and cluster managers for attending and making the forum a success.

Presentations included RTL B national strategic plan, annual financial report, ERO review of RTL B clusters, RTL B property, Learning Support update, RTL B conduct and competence, RTL B competency - a cluster's experience.

Thank you to those who presented at the forum. Presentations can be viewed on the RTL B website here; <http://rtlb.tki.org.nz/Governance-management/Lead-School-forums/Forums-2016>.

The New Zealand Disability Strategy 2016-2026

The New Zealand Disability Strategy has been officially launched. All the information on the new strategy is on the Office for Disabilities Issues website here <http://www.odi.govt.nz/nz-disability-strategy/>.

Education features as Outcome One in the new strategy. Next steps will be the development of an Outcomes Framework to ensure the Strategy makes a difference in the lives of disabled people and their families as well as for all New Zealanders. Please check out the website which provides full information on the Strategy.

The *EasyRead* version of 'Outcome 1: Education – learning new things' states *The Disability Strategy is working if disabled people in New Zealand can say these things:*

- *I can get an excellent education*
- *I can reach my goals because of my education*
- *I feel I belong at school*
- *My teacher supports me and believes I can do well*
- *I feel valued and important at school*
- *I can communicate at school in the language I use*
- *I am treated in a good way by everyone at school*
- *I can get support that is right for me if I need it*
- *I can get what I need to help me learn*
- *I am asked what I think about laws and policies to do with education*
- *It is easy for me to get the education that I choose*
- *Education services for disabled people are good and easy to get to and use*
- *All teachers know how to include disabled students*
- *Good decisions are made with good information about education for disabled people.*

You can find the *EasyRead* version here <http://www.odi.govt.nz/nz-disability-strategy/about-the-strategy/new-zealand-disability-strategy-2016-2026/read-the-new-disability-strategy/>.

New Zealand Principals' Federation (NZPF) Special Education Survey

The NZPF undertook a Special Education Survey in November, 2016. There were 485 responses to the survey. Principals were asked to indicate how strongly they agreed/disagreed with a number of statements. The results for those statements related to RTLB are below:

Staff are well supported by RTLB in catering for low to moderate behaviour needs in our school:

• <i>Strongly agree</i>	9.15%
• <i>Agree</i>	35.34%
• <i>Neutral</i>	23.28%
• <i>Disagree</i>	20.79%
• <i>Strongly Disagree</i>	11.43%

Staff are well supported by RTLB in catering for low to moderate learning needs in our school:

• <i>Strongly agree</i>	8.45%
• <i>Agree</i>	43.09%
• <i>Neutral</i>	19.79%
• <i>Disagree</i>	18.97%
• <i>Strongly Disagree</i>	9.69%

The full survey results can be found http://www.nzpf.ac.nz/uploads/7/2/4/6/72461455/november_2016_survey_summary.pdf.

In 2013 the New Zealand Principals' Federation undertook a similar survey that received 422 responses. At that time:

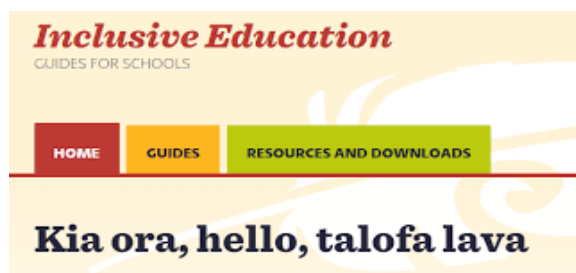
- 53.7% were satisfied with the support and advice their school received from the RTLB service.
- 50% of principals indicated they were satisfied with the support and advice their school received from the RTLB service for children with moderate to severe behaviour needs.

Feedback on cluster's 2015 Annual Financial Reports

Feedback on clusters Annual Financial Reports was sent to Lead School Board of Trustees. Schools can contact their local Ministry Financial Advisor for support with tracking and reporting on their cluster's income and expenditure.

Contact details for Advisors can be found here <http://www.education.govt.nz/school/running-a-school/school-finances/financial-information-for-schools/chapter-5/5-6-ministry-of-education-financial-advisors/>.

Inclusive Education website



Innovative Learning Environments Guide

For those of you working with schools that are Innovative Learning Environments (ILEs), the latest guide on the Inclusive Education website provides comprehensive and detailed guidance for school leaders on planning ILEs that consider the needs of all learners, <http://inclusive.tki.org.nz/guides/ile/>.

The guide takes schools through all the components they need to think about when planning for an ILE. The guide helps schools to take some of the mystery and anxiety out of ILEs for parents, teachers and students. Already we've had huge interest in the guide on the Ministry's parent Facebook page.

The guide takes the stance that the flexible nature of ILEs means they can be designed to meet the needs of all students. Sensitivity to individual differences and learner variability must be a driver for decisions relating to teaching practices and design of flexible spaces. When students, staff, parents and whānau are involved in the process, learning environments and strategies can be designed to cater for everyone. The guide also makes it clear that pedagogy (innovative learning practice) comes first – the physical space supports the pedagogy.

Case closures

The needs of individual students should underpin decisions as to whether their requests for support continue into 2017. Many of the students who are current referrals would benefit from a period of transition support into 2017. Some of these students' 2017 teachers may seek ongoing support.

The Ministry will continue working with RTLB and database providers on how clusters can track the progress and report on improved outcomes of students whose teachers and schools change during the period they remain on the caseload of an RTLB.

Autism Spectrum Disorder (ASD): A Resource for Educators

An updated version of the publication Autism Spectrum Disorder (ASD): A Resource for Educators has been printed. This booklet examines how ASD can influence learning and provides strategies for teachers to use in the classroom.

The revised version has been developed by an external group including Susan Moore (cluster 29) as RTLB representative.

This booklet is part of the educator series. Other titles include:

- Attention-Deficit/Hyperactivity Disorder (ADHD):
A resource for educators
- Speech, language and communication needs:
A resource for educators
- Students who are blind or have low vision:
A resource for educators
- Developmental dyspraxia: A resource for educators
- Students who are deaf or hard of hearing:
A resource for educators
- Physical disabilities: A resource for educators.

The ASD booklet supports the information provided for teachers on the inclusive website ASD guide <http://inclusive.tki.org.nz/>.

Clusters can order copies of this and other booklets from Down the Back of the Chair here www.thechair.co.nz.

RTLB support for students who have had a Gateway Assessment

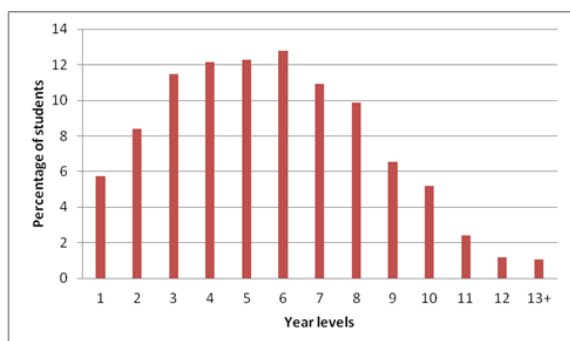
The most important factor to consider when determining whether RTLB should continue to support students who have had a Gateway Assessment completed (either new to care OR pre-post-FGC) is whether the needs of the child or young person are being managed. If the child's school is confident to manage their needs without continued support from RTLB, then it is appropriate for RTLB to discontinue their involvement.

In-Class Support Survey

The Ministry surveyed schools in November 2016 seeking feedback on how in-class teacher aide time may have contributed directly and/or indirectly to improving outcomes for individual students. The statements and the feedback on the outcomes for 844 students are included below:

- 85.5% agreed or strongly agreed that the student who received ICS is more included in the classroom
- 83.95% agreed or strongly agreed that the student who received ICS is developing skills for independence
- 88.72% agreed or strongly agreed that the student who received ICS is more engaged in their learning tasks
- 53.07% agreed or strongly agreed that the student who received ICS is making accelerated progress with their learning
- 78.02% agreed or strongly agreed that the student who received ICS is participating more with peers
- 74.41% of the students were male, 25.07% were female and 0.53% were 'other'

Year levels of students whose outcomes were reported on were:



Ministry of Education Library



Requesting items

To request a copy of any of the items below, send an email with the title of the article and your contact details to: education.library@education.govt.nz.

Ministry of Education Library - selected highlights

Not all children are born equal. [Times educational supplement 5216, 2016, p. 26-31 \(article\)](#).

Argues that school discipline policies and practices unfairly discriminate against disadvantaged and vulnerable students.

Teacher assistant support and deployment in mainstream schools, by Rosemary Butt.

[International journal of inclusive education 20 \(9\), 2016, p. 995-1007 \(article\)](#).

Identifies five different models of teacher assistant (TA) deployment and support for primary school students with learning difficulties and disabilities in mainstream classes in Australia: TA withdrawal model; itinerant TA support model; the unit model; one-on-one support model; and class support model. Includes a summary of each model.

Autonomy, self-realization, and self-advocacy and the school- and career-related adjustment of adolescent girls with disabilities, by Bonnie Doren & Hyun Ju Kang.

[Career development and transition for exceptional individuals 39 \(3\), 2016, p. 132-143 \(article\)](#).

Identifies elements of self-determination that may promote positive or buffer negative school- and career-related adjustment of adolescent girls with disabilities.

Managing the high intensity workplace, by Erin Reid & Lakshmi Ramarajan.

[Harvard business review 94 \(6\), 2016, p. 84-90 \(article\)](#).

Talks about the pressure on employees to be always available and totally committed to work at all times. Describes ineffective strategies that people use to manage these expectations and outlines steps managers can take to ease the pressure while maintaining high performance.

Well read: community of practice helps therapists support children with reading difficulties, by Lenin C. Grajo et al.

[OT practice 21 \(18\), 2016, p. 8-14 \(article\)](#). Discusses the Occupation and Participation Approach to Reading Intervention community of practice, an initiative designed to help professionals share best practices for supporting students with reading difficulties. Reports on the reflections and experiences of participants in the community of practice.

Teacher experiences of a school-based mindfulness programme, by Anna Whitehead & Linda Daniell.

[SET: research information for teachers 2, 2016, p. 12-19 \(article\)](#). Reports on New Zealand primary school teachers' perspectives following their participation in a six-week mindfulness programme aimed at both teachers and students. Looks at whether specific mindfulness activities reduced teachers' stress levels and helped students be more focused during class time.

